Challenge Grants for Technology in Education

Applications Due: June 21, 1996

Office of Educational Research
   and Improvement

U.S. Department of Education

Spring 1996

THE CHALLENGE

How can communities across the country use the information superhighway and powerful new technologies to improve education and enhance economic competitiveness? Modern computers and telecommunication services can bring a vast array of information to our teachers, students, and parents. But the hardware alone is not enough. We must learn to use this information technology to improve learning in our classrooms, homes, and workplaces. We need teacher training and support services, software that involves students in engaging activities to meet high academic standards, and strong partnerships to link our schools with new learning opportunities at home, in the community, and at work. To help educators meet this challenge, the U.S. Department of Education is sponsoring "Challenge Grants for Technology in Education", a unique program designed to stimulate effective applications of new learning technologies in communities across the country.

This is an ambitious challenge. We are experiencing a scientific and technological revolution of unprecedented proportions. Everywhere we look, technology is changing the way we work and live. Everywhere, that is, but in our classrooms. In an information age society we have factory era schools. In classrooms that could be modern communication centers for learning, the basic media of instruction continue to be blackboards and chalk. Fewer than ten percent of our classrooms have full access to the new technologies that are becoming so central to our lives. The abundant learning resources available on the information superhighway are out of reach for most of our teachers, students and parents.

The implications for education and economic competitiveness are enormous. In a global economy, employers must have well-educated employees who make skillful use of information technologies to continuously improve their productivity and increase their knowledge. But few schools are able to provide the interactive, high performance learning environments in the classroom that would allow students to develop these skills.

The potential for creating a new generation of interactive learning environments grows out of advances in technology and telecommunication that are giving us dramatic new ways to communicate complex ideas. We learn more when we are actively solving challenging problems and testing our skills in meaningful contexts, rather than through passive listening or watching in the abstract. In these new learning environments the teacher becomes a leader in a community of active learners that includes students, parents, other educators, and a broad spectrum of information resources. It is possible for learners of all ages to connect with these new learning communities in their schools, homes, or workplaces at any hour of the day. In these virtual learning communities the extent of learning and the effectiveness of teaching need no longer be limited by the amount of time in the classroom or the resources of a particular school.

Challenge Grant communities need not be limited by geography. The information superhighway creates new possibilities for extending the time, the place, and the resources for learning. It can bring high quality education and training to every classroom, workplace, and home in the community at any time of day. The information superhighway can be used to create virtual learning communities linking schools, colleges, libraries, museums, and businesses across the country or around the world. Students of all ages, no matter where they live, could tap vast electronic libraries and museums containing text and video images, music, art, and language instruction. They could work with scientists and scholars around the globe who can help them use mapping tools, primary historical documents, or laboratory experiments to develop strong research and problem solving skills.

As catalysts for change, Challenge Grants will support communities of educators, parents, industry partners, and others who are using new technologies to transform their factory era schools into information age learning centers. Some of the most exciting possibilities might come from a creative synthesis of ideas generated by educators and software developers, telecommunications firms and hardware manufacturers, entertainment producers, and others who are stretching our thinking about how to create new learning communities.

Each community is encouraged to use this Challenge Grant opportunity to act on its most ambitious vision for education reform. But we must guard against a future in which some communities have access to vast technological resources, while others do not. We must not become a society in which low income neighborhoods and other areas with the greatest need for technology are left behind in the acquisition of knowledge and skills needed for productive citizenship in the 21st century. A failure to include these communities will put their future, and the future of the country, at risk. That is why the Secretary of Education will give priority to applications from alliances of educators, industry partners, and community leaders who are developing creative responses to the information age requirements of all learners, including those who have the greatest need for access to new technologies.

WHO CAN APPLY
FOR A CHALLENGE GRANT?

It is unlikely that any one organization has the expertise or resources to meet this challenge alone. Each application must be submitted by a Local Education Agency (LEA) on behalf of a strong consortium of partners with appropriate resources to address the needs identified in the community (a definition of LEA appears on p. 10). State education agencies, colleges and universities, telecommunication firms and entertainment producers, software developers and hardware manufacturers, libraries and museums, community centers and local businesses, and others may all play a role in using information technologies to create new learning communities. Each consortium holds the potential for a creative synergy among its members. The partners should be carefully chosen to realize the promise of technology for improved learning. Consortium efforts should be carefully designed to encourage ongoing involvement of educators and parents, business and civic leaders, community organizations and others committed to school improvement and education reform.   Specific educational objectives and active participation of teachers, students, and parents at each stage of development will contribute to success.

Each consortium is encouraged to think boldly and to develop ambitious plans. Wildly speculative ideas with little grounding in convincing evidence of feasibility are not likely to be competitive, however. Strong applications will have a well focused technical concept — an idea based on an important technology, software application, or other approach that is at an appropriate stage of development for implementation in a specific learning environment. Industry partners may find that partnerships with Challenge Grant communities provide a unique opportunity for large-scale tests of innovative products or services. The application should make a strong case that the proposed plan of action is an effective and appropriate response to a clearly defined educational need.

Partners in the consortium are expected to make substantial commitments for the costs of equipment, technical support, and any other costs that may be associated with acquiring network linkages or telecommunication services. Funds awarded through these grants will augment those investments by supporting the development of new curriculum content, professional develop-

ment, and the evaluation of educational effectiveness. The total value of commitments made by members of the consortium should significantly exceed the funds provided by the Challenge Grant. In Fiscal Year 1995 partners in the communities receiving Challenge Grants generated more than a three-to-one match.

Subject to availability of funds, grants in this second round of the Challenge Grant competition will be made from the U.S. Department of Education Fiscal Year 1996 Congressional appropriation. **At the time of this announcement it is estimated that twenty three (23) new grants will be awarded**. The actual number of awards made in this competition will depend on the level of funds made available in the FY 1996 Congressional appropriation. In Fiscal Year 1995, grants ranged from $400,000 a year to $1,900,000 a year, with the average being $1 million a year. **Applications that exceed $2 million a year will not be considered. Challenge Grants are five-year awards, and each application must propose five years of activity**. In each application the specific contributions of consortium members should be identified and documented. The projected contributions of consortium members and plans to obtain future support should be realistic and credible.

In addition to the contributions of its consortium partners, each Challenge Grant community may draw on a wide range of other appropriate sources of support. For example, communities across the country are engaged in district-wide and state-wide school reform initiatives to meet the National Education Goals. Under the Goals 2000: Educate America Act, the U.S. Department of Education provides resources to states and local school districts for systemic education reform plans. Funds have also been available to help each state integrate technology into these plans. There are other U.S. Department of Education programs supporting activities that also may contribute to the success of a community's Challenge Grant initiative. These programs include: Title I of the Improving America's Schools Act; the Eisenhower Professional Development Program; School-to Work Opportunities; the Star Schools program; the recently created Regional Technology Consortia; and the Regional Educational Laboratories.

Additional sources of support may include foundation grants, philanthropic contributions, and grants or contracts from other government programs. The U.S. Department of Commerce has provided grants to help develop the telecommunications and information infrastructure. The National Science Foundation conducts several programs to support the use of technology in mathematics and science education. The National Aeronautics and Space Administration supports programs to improve the use of space science data in the classroom. The U.S. Department of Housing and Urban Development is providing funding to support "Communities of Learners" in public housing. The Department of Health and Human Services is interested in carefully conceived demonstrations of new technologies in Head Start and pre-school settings.

Work being done with support from other federal programs may complement or strengthen the work of the Challenge Grant; in some cases it may even provide the platform upon which a community builds its Challenge Grant application. The substantive contribution of these federal efforts should be identified and discussed in the Challenge Grant application. But the budget for each federal program or activity must be administered separately. Funds from other federal sources may not be commingled with Challenge Grant funds or counted as "matching commitments" in the budget section of the application.

Challenge grants are five-year awards. In the latter half of each year, each grantee will be required to submit a performance report and an application for the specific activities that will be supported with the next year's funding. In year one, each consortium should be prepared to begin start-up activities, including initial trials of technologies and new applications during the 1996-1997 school year. Years two and three will be devoted to refinement and scale-up activities. Years four and five will support full-scale adoptions that can become self sustaining after the fifth year. Each consortium should be prepared to conduct careful evaluations of educational effectiveness at every stage of the effort.

WHAT CAN YOU DO WITH A CHALLENGE GRANT?

Challenge grant communities will succeed only if they begin with a clear definition of the educational need to be addressed. New technologies can be tools for improving and ultimately transforming teaching and learning, but only if they are acquired as an integral part of a comprehensive, long-term plan for education reform. Each effort should clearly focus on innovative uses of new technologies that improve learning and help meet the National Education Goals. New technologies can contribute to school readiness and improved student achievement. They can enhance the professional development of teachers and support greater parent and community involvement in education. They can smooth the transition from school to work and develop life-long learning skills to compete in the economy of the 21st century.

Industry can become an even stronger partner for education reform in response to careful planning and clearly defined educational goals. In the current education reform movement, states and school districts across the country are working to set clear goals and challenging academic standards that will help define what educators and families need from new technologies. System-wide and state-wide efforts to set standards for what all students should know could enable some communities, and possibly even some states or regions, to form major markets for high quality learning applications. In such an environment industry partners could assume a leadership role as they work to meet the needs of these markets by developing user-friendly, low maintenance systems that are cost effective and easy to scale up for widespread use.

Educators across the country are striving to acquire computers and other new technologies to help students achieve high academic standards. They are also developing networks to link these computers within schools, between schools and homes, and with other sources of information and expertise that could bring enormous learning opportunities to education. But simply acquiring more equipment, and establishing new networks is not likely to improve education without a clear vision for how these tools will be used to improve learning. It is important to

understand that Challenge Grants for Technology in Education are not about technology. **Challenge Grants are about how to use technology to improve learning**. A Challenge Grant application is expected to present a clear and compelling action plan for how the schools will be organized to make computers and information networks accessible to students and teachers in day-to-day learning activities integrated with the curriculum. And, as technology extends the time and place for learning beyond the schools, consideration should be given to opportunities for improved learning in homes, libraries, community centers, and the workplace.

We need software and new learning content that helps all students achieve the high standards being set by states and local school districts across the country. Achieving high standards means mastering core academic subjects, including reading, writing, mathematics, sciences, history, geography, and languages. Meeting high standards also means learning to acquire and communicate new information, learning to think mathematically, to solve problems scientifically, to reason well, and to see and express oneself artistically. Challenge Grants provide an opportunity for software developers, cognitive researchers, education leaders, and others to collaborate on the creation of a new research-based generation of software that uses recent advances in cognitive science to support learning.

To support these new learner centered environments, information technologies must contribute to the professional development of teachers who will be using a wider range of instructional resources than is generally available today. The nation is witnessing an impressive array of regional and local initiatives to bring new computers and networking services to our schools and classrooms. Challenge Grant applicants are encourage to build on these initiatives by devoting significant resources to teacher training and the support systems educators need to help students use new learning technologies. Colleges of teacher education, states, professional organizations, local school districts, and private companies can all provide training and incentives for teachers to become 21st century educators.

Sustained professional development for teachers to support their integration of new learning technologies into the curriculum will be essential to achieve the full potential of Challenge Grants.

Involving parents and extending learning into the home will also help us achieve high academic standards. Students stand a greater chance of succeeding when families and teachers are in effective communication. Electronic networks can be used to forge new educational partnerships among parents, teachers, and students. New technologies can help families bring a vast array of educational resources into the home. They can extend the time and place for learning from the classroom to the living room, creating new opportunities for sustained study of core academic subjects.

Challenge grants provide seed money for implementing promising new learning technologies in specific communities. If their success is well documented, the most effective practices, and important lessons drawn from their efforts, will receive widespread use in communities across the country. But the success and lessons must be well documented. A comprehensive evaluation plan should be a central feature of each application. The evaluation design should establish clear benchmarks to monitor progress toward project goals, and it should indicate how improvements in student learning or teacher training will be assessed. Developing evidence of effectiveness should not be put off until the last stages of the effort. A strong evaluation plan must be a consideration from the design stage onward.

SELECTION CRITERIA

During July and August of 1996, external panels of experts will review applications and make recommendations to the Secretary of Education. The Secretary will use two criteria to select applications for funding: significance and feasibility. Is it important and can it be done?

Significance will be determined by the extent to which the project:

(1) offers a creative, new vision for using technology to help all students learn to challenging standards or to promote efficiency and effectiveness in education; and contributes to the advancement of State or local systemic educational reform;

(2) will achieve far-reaching impact through results, products, or benefits that are easily exportable to other settings and communities;

(3) will directly benefit students by integrating acquired technologies into the curriculum to enhance teaching, training, and student achievement or by other means;

(4) will ensure ongoing, intensive professional development for teachers and other personnel to further the use of technology in the classroom, library, or other learning center;

(5) is designed to serve areas with a high number or percentage of disadvantaged students or other areas with the greatest need for educational technology; and

(6) is designed to create new learning communities, and expanded markets for high-quality educational technology applications and services.

Feasibility will be determined by the extent to which:

(1) the project will ensure successful, effective, and efficient uses of technologies for educational reform that will be sustainable beyond the period of the grant;

(2) the members of the consortium or other appropriate entities will contribute substantial financial and other resources to achieve the goals of the project; and

(3) the applicant is capable of carrying out the project, as evidenced by the extent to which the project will meet the problems identified; the quality of the project design, including objectives, approaches, evaluation plan, and dissemination plan; the adequacy of resources, including money, personnel, facilities, equipment, and supplies; the qualifications of key personnel who would conduct the project; and the applicant's prior experience relevant to the objectives of the project.

In the final award of grants under this program, the Secretary will give priority to efforts that are designed to serve effectively areas with a high number or percentage of disadvantaged students or the greatest need for educational technology. Sweeping, unsubstantiated claims about the number of low income students or high need communities to be served should be avoided. A well documented plan for meeting specific education problems should be presented.

HOW TO APPLY

Application Deadline: June 21, 1996

ELIGIBLE APPLICANTS

Applications must be developed by a consortium including at least one local educational agency with a high percentage or number of children living below the poverty line. The application must be submitted by a local educational agency, but a single educational agency is not eligible to apply unless it is part of a consortium that may include other local educational agencies, state educational agencies, institutions of higher education, businesses, academic content experts, software designers, museums, libraries, or other appropriate organizations.

In 1995, Challenge Grants were awarded to LEAs in 19 communities across the country. Although these nineteen LEAs are not encouraged to reenter this competition as primary applicants, they may consider participating as a member of a consortium in which another LEA is the primary applicant. In such cases they are expected to demonstrate that they are not duplicating or overextending their work under the current grant.

DEFINITION OF A LOCAL EDUCATIONAL AGENCY (LEA)

An LEA is defined as follows in Title XIV, Part A, of the Elementary and Secondary Education Act, as amended: "…a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools." The law states further: "The term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school."

In other words, a local educational agency (LEA) is an entity defined under state law as being legally responsible for provid-

ing public education to elementary and secondary students. In some states this may include, under state law, an entity performing a service function for public schools, such as an intermediate service agency (ISA).   The application must be submitted by a single LEA, but the LEA is not eligible to apply unless it is part of a consortium.

APPLICATION CONTENT

Applications should be concise and clearly written, and should include the following:

• **Title Page:** Use the Title Page form included in these guidelines or a suitable facsimile to cover each application copy.

• **Table of Contents:** Include a one-page table of contents.

• **Abstract:** Attach a one-page **double-spaced** abstract following the Title Page (this is in addition to the abstract requested on the Title Page itself). The abstract should mention the problem or need being addressed, the proposed activities, and the intended outcomes.

• **Narrative:** Although a standard outline is not required, in **no more than 25 double- spaced pages printed in 10 point font or larger,** you should address the selection criteria and the issues discussed in this application package.

• **List of Consortium Members:** In an appendix, list all consortium members, their contact persons, addresses, telephone numbers, and Fax numbers. Similar information should be provided for other sources of support. The roles and contributions of all consortium members should be described clearly within the 25-page narrative. Letters of commitment should be included in an appendix to clearly document the role and contribution of each member.

• **Project Personnel:** In an appendix, please provide a brief summary of the background and experience of key project staff as they relate to the specific project activities you are proposing.

• **Budget:** Use the attached Budget Summary form or a suitable facsimile to present a complete, standard budget for each year of the project. In an appendix, please provide, **for each year**, a detailed budget with a separate narrative justification for each line item, which explains: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the costs of evaluation; and (4) a detailed description explaining the funding provided by members of the consortium. Funds provided under this program are intended to supplement, not supplant, any existing funds or operations of consortium members. Please include project staff travel funds for two trips during each year of the project to meetings in Washington, D.C. Each trip will be for three days for up to three persons. At these meetings each Challenge Grant recipient will have an opportunity to strengthen its efforts by collaborating with the other grantees funded in this program.

• **List of Application Authors:** In an appendix, please list all persons who wrote the application, their organizational affiliation, the sections they worked on, and the approximate percentage of the total effort each one contributed.

• **Other Attachments:** Reviewers will have a limited time to read each application. Their reading time will be limited to the 25-page narrative and the appendices listed above. To provide background information, applicants may include **brief** documentation of their track record or history of work in the field, if it is directly relevant to the proposed effort. Reviewers can be expected to consider such information only if it is not excessively long. **Supplementary materials such as videotapes, CD-ROMs, files on disks, commercial publications, etc. will not be reviewed and will not be returned to the applicant.**

• **Proprietary Information:** Applications may contain innovative technical or business ideas that members of the consortium intend to use to their competitive advantage in commerce or otherwise. Bold legends clearly asserting the proprietary nature of this information should appear at the top and bottom of each page on which it appears. For the purposes of the Freedom of Information Act, the Interagency Learning Technology Office considers that all applications contain proprietary, commercial, or financial information submitted on a privileged basis for the sole purpose of peer review for funding decisions. Federal employees and external field readers under contract to the government are prohibited from divulging or using such information for any other purpose.

NUMBER OF COPIES OF APPLICATION

All applicants are required to submit one (1) signed original and two (2) copies of the application (including one unbound copy suitable for photocopying). Each copy of the application must be covered with a Title Page (form included in these guidelines) or a reasonable facsimile. All applicants are encouraged to submit voluntarily an additional four (4) copies of the application to expedite the review process. Applicants are also requested to submit voluntarily three (3) additional copies of the Title Page itself. The absence of these additional copies will not influence the selection process.

All sections of the application and all appendices or attachments must be suitable for photocopying to be included in the review (at least one copy of the application should be unbound and suitable for photocopying).

HOW TO SUBMIT APPLICATIONS

The deadline for receipt of applications is June 21, 1996. All applications must be received on or before that date. This closing date and procedures for guaranteeing timely submission will be strictly observed.

Mailing Address for Applications

TECHNOLOGY CHALLENGE GRANTS PROGRAM
ATTN: 84.303A
U.S. DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
ROOM 3633
WASHINGTON, D.C. 20202-4725

Applications sent by mail must be received no later than June 21, 1996. Applications not received by the deadline date will not be considered for funding unless the applicant can show proof that the application was (1) sent by registered or certified mail not later than five (5) days before the deadline date; or (2) sent by a commercial carrier not later than two (2) days before the deadline date. The following are acceptable as proof of mailing: (1) a legibly dated U.S. Postal Service postmark, (2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, (3) a dated shipping label, invoice, or receipt from a commercial carrier, or (4) any other proof of mailing acceptable to the Secretary.

Applications delivered by hand before the deadline date will be accepted daily between the hours of 8:00 a.m. and 4:30 p.m., Eastern Daylight Time except Saturdays, Sundays, or Federal holidays at the Application Control Center, U.S. Department of Education, Regional Office Building 3, Room 3633, 7th and D Streets, S.W., Washington, D.C. Applications delivered by hand on June 21, 1996 (on the deadline date) will not be accepted after 2:00 p.m.

NOTIFICATION OF AWARD

Applicants will be notified by September 30, 1996 whether their application is being funded.

Assurances and Certifications

Applications selected for funding will require a signed Form ED 80-0013 ("Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements"), Standard Form SF 424B ("Assurances—Non-Construction Programs"), and Standard Form LLL ("Disclosure of Lobbying Activities") before an award is made.

Note: Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include in its application a description of proposed steps to ensure equitable access to, and participation in, its federally-assisted program. The statute, which allows applicants discretion in developing the required description, highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. You may use local circumstances to determine the extent to which these barriers prevent equitable participation by students, teachers, parents or other community members. Your description need not be lengthy, but it should include a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

Note: Section 14503 of the Elementary and Secondary Education Act of 1965, as amended, (20 U.S.C. 8893) is applicable to the Challenge Grant program. Section 14503 requires that an LEA, SEA, or educational service agency receiving financial assistance under this program must provide private school children and teachers, on an equitable basis, special educational services or other program benefits under this program. The section further requires SEAs, LEAs, and educational service agencies to consult with private school officials during the design and development of a Challenge Grant project. Each application should describe the ways in which the proposed project will address the needs of private school children and teachers.

THE FORMS

The forms on the following pages are required in all applications. They may be photocopied as necessary.

- Title Page form

- Budget Summary form

CHALLENGE GRANTS FOR TECHNOLOGY IN EDUCATION

This application should be sent to:
No. 84.303A
U.S. Department of Education
Application Control Center
Room 3633, ROB 3
Washington, D.C. 20202-4725

1. Application No.

2. Employer Identification No.

3. Legal Applicant (local education agency)

Legal Applicant Name

Address (Complete)

Congressional District(s)

4. Project Director

Name and Title

Address (Complete)

Telephone: _____ _____

Fax: _____ _____

Area Code   Number

5. Federal Funds Requested:

1st Year _____   4th Year _____
2nd Year_____   5th Year _____
3rd Year _____   TOTAL _____

6. Consortium Members (other than the Legal Applicant)
    Fill in number of each.

_____ Other LEA   _____ Institution of higher ed.
_____ SEA   _____ Other non-profit
_____ Library   _____ For-profit firm
_____ Museum   _____ Other

7. Duration of Project

Starting Date: _____
Ending Date: _____
Total Number of Months: 60

8. Student Population Directly benefiting from the Project

9. Application Title

10. Brief Abstract of Application: (Do not leave this blank)

11. Certification By Authorizing Official
    The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant.

Name   Title   Telephone

Signature   Date

TITLE PAGE FORM

Instructions for Completing Title Page Form

DO NOT FORGET TO HAVE THE FORM SIGNED

ITEM 1.   LEAVE BLANK — FOR OFFICE USE ONLY

ITEM 2.   EMPLOYER IDENTIFICATION NUMBER: Enter the unique 12-digit number assigned to your organization called the Federal Identification Number. It can be obtained from your budget office. NOTE: No grant can be awarded without a Federal Identification Number. If you do not have one, you should initiate the process to obtain one by calling Ms. Shirley Phillips at (202) 708-9910.

ITEM 3.   LEGAL APPLICANT: Enter the name and complete mailing address of the local educational agency which will serve as the legal applicant (fiscal agent). When more than one institution or agency is involved, enter the name of the one which will be responsible for budget control. NOTE: Acknowledgments of grant awards are sent to this address. Remember to complete this section fully.

ITEM 4.   PROJECT DIRECTOR: Enter the name and complete mailing address of the Project Director or Co-Directors (fiscal agent). If no one has been selected, so indicate and enter the name of the person who can be contacted to discuss the programmatic aspects of the project. NOTE: Name and address listed here will be used to mail notifications of application status. Do not forget to include the telephone number. Both this address and the Legal Applicant address should be detailed. Remember to complete this section fully.

ITEM 5.   FEDERAL FUNDS REQUESTED: Enter the amount of Federal funds being requested in each year of the project. Under "TOTAL" enter the cumulative amount requested for the duration of the project.

ITEM 6.   CONSORTIUM MEMBERS: Include the number of each type of consortium member organization included in the consortium.

ITEM 7.   DURATION OF THE PROJECT: Enter appropriate starting and ending dates.

ITEM 8.   POPULATION DIRECTLY BENEFITING: Simple student count as of Fall 1994 will suffice.

ITEM 9.   APPLICATION TITLE: Self explanatory.

ITEM 10. BRIEF ABSTRACT OF APPLICATION: Keep concise and confined to the space provided, but in no case should you leave this blank. Also see instructions under "How to Apply: Application Content" for submitting a separate one-page abstract.

ITEM 11. CERTIFICATION BY AUTHORIZING OFFICIAL: Enter the name, title, and telephone number of the official who has the authority both to commit the Legal Applicant to accepting Federal funding and to execute the proposed project. **Submit the original ink-signed copy of the authorizing official's signature.**

BUDGET SUMMARY

BUDGET ITEM*

YEAR 1

A. Direct Costs:	Requested	Support by LEA or other sources	TOTAL
1. Salaries (professional & clerical)			
2. Employee Benefits			
3. Employee Travel			
4. Equipment (purchase)			
5. Materials & Supplies			
6. Consultants & Contracts			
7. Other (equip. rental, printing, etc.)			
8. Total Direct Costs			
B. Indirect Costs:			
TOTAL			

YEAR 2

A. Direct Costs:	Requested	Support by LEA or other sources	TOTAL
1. Salaries (professional & clerical)			
2. Employee Benefits			
3. Employee Travel			
4. Equipment (purchase)			
5. Materials & Supplies			
6. Consultants & Contracts			
7. Other (equip. rental, printing, etc.)			
8. Total Direct Costs			
B. Indirect Costs:			
TOTAL			

YEAR 3

A. Direct Costs:	Requested	Support by LEA or other sources	TOTAL
1. Salaries (professional & clerical)			
2. Employee Benefits			
3. Employee Travel			
4. Equipment (purchase)			
5. Materials & Supplies			
6. Consultants & Contracts			
7. Other (equip. rental, printing, etc.)			
8. Total Direct Costs			
B. Indirect Costs:			
TOTAL			

*Items 1 through 7 are budget line subtotals that are to be described in the Detailed Budget.

(See Years 4 and 5 on next form)

BUDGET SUMMARY (continued)

BUDGET ITEM*

A. Direct Costs:	YEAR 4			YEAR 5		
	Requested	Support by LEA or other sources	TOTAL	Requested	Support by LEA or other sources	TOTAL
1. Salaries (professional & clerical)						
2. Employee Benefits						
3. Employee Travel						
4. Equipment (purchase)						
5. Materials & Supplies						
6. Consultants & Contracts						
7. Other (equip. rental, printing, etc.)						
8. Total Direct Costs						
B. Indirect Costs:						
TOTAL						

*Items 1 through 7 are budget line subtotals
that are to be described in the Detailed Budget.

APPLICATION PACKAGE CHECKLIST

CHECK:

Title page has been completed according to the instructions on the back of the title page.

Title page has been signed and dated by an authorized official and the signed original has been included.

THE APPLICATION PACKAGE SHOULD INCLUDE:

One original plus two copies (including one unbound copy suitable for photocopying), plus four voluntarily submitted copies of the application. Each copy should include the following:

the title page (page 1)
table of contents (page 2)
an abstract (page 3 - one page maximum)
a narrative (up to 25 pages double-spaced)
the budget summary form and a detailed budget

In addition to the above, three (3) additional copies of the title page should be included.

ADDRESS AND DEADLINE DATE:

Technology Challenge Grants
ATTN: 84.303A
U.S. Department of Education
Application Control Center
Room 3633, ROB 3
Washington, D.C. 20202-4725

REMEMBER: Applications mailed or sent by commercial carrier must be received by June 21, 1996. Hand delivered applications must be received by 2:00 p.m. on that date.

Challenge Grants for Technology in Education
Office of Educational Research and Improvement
U.S. Department of Education
Washington, D.C. 20202-5544

Phone: 202-708-6001
Fax: 202-708-6003

E-mail: ITO_STAFF1@ed.gov

U.S. DEPARTMENT OF EDUCATION HOME PAGE
http://www.ed.gov